

Close Reading and Multiple Text Types



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Link to PPT

<http://bit.ly/1rxCLND>



**Standards DON'T
have agency.**



**Teachers and
students do.**

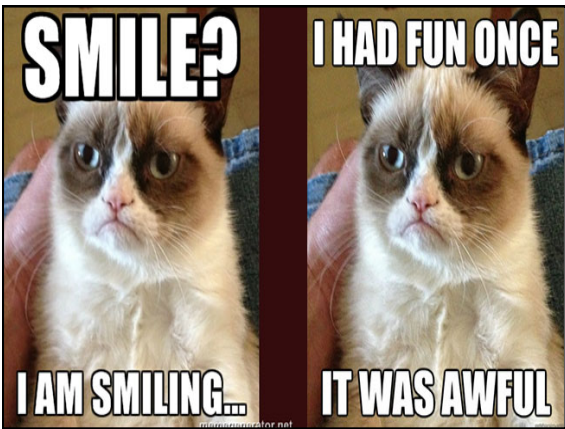
Youth Literacy Practices

55 million photos per day uploaded to Instagram

100 hours of video are uploaded to YouTube every minute

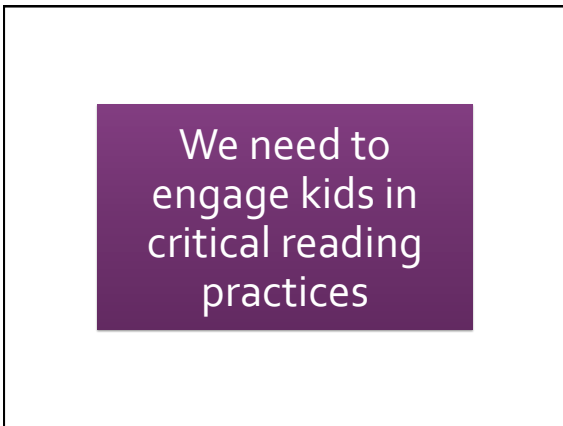
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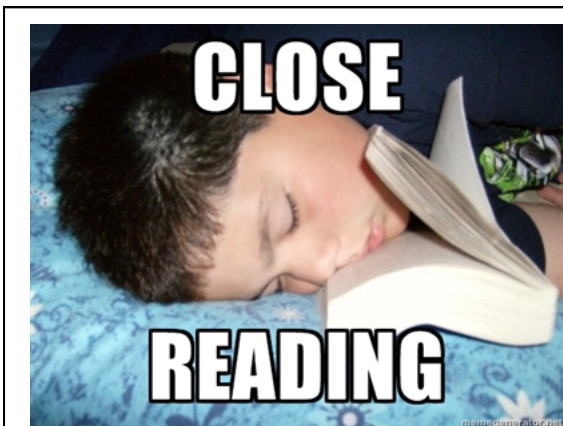
Facebook, 2012; Kaiser Family Foundation, 2010; Pew Internet and American Life, 2010











Close/Critical Reading

Close Reading and the Common Core State Standards

PART 1

Close Reading

Close Reading is an outcome NOT a strategy (Shanahan, 2012; Fisher, 2012)

Requires one to go back to the text

Meaning resides in the text not just in the head

Close Reading

Developing *dispositions* for Close Reading

Creating *routes* for Close Reading

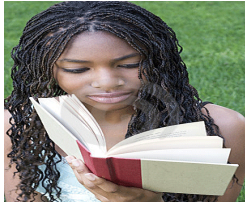
Setting *purposes* for Close Reading

Building *stamina* for Close Reading

Developing Analytical Readers

Dispositions

Identities



Experiences

Beliefs

Close reading can be viewed in three different ways:

- (1) A mode of activity
- (2) A set of skills
- (3) A set of designs for classroom activity

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant # R305F100007 to the University of Illinois. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. Copyright Project READI, UIC

Why Close Reading Matters

Close/critical reading is essential part of the inquiry process.

We use close reading to deeply learn.

Close reading allows us to critical read the word and the world.

CCSS and Multiple Text Types

CCSS.ELA-Literacy.CCRA.R.7

- Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.CCRA.W.8

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.SL.2

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

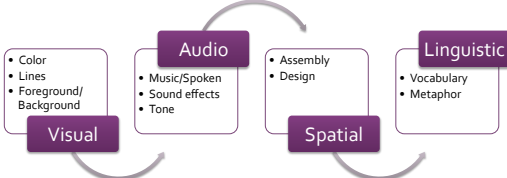
CCSS.ELA-Literacy.CCRA.SL.5

- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

A wider view of text



Multimodality (Kress and vanLeeuwen, 1996)



Knuffle Bunny



Martin's Big Words



Everywhere in Martin's hometown, he saw the signs, **WHITE ONLY**. His mother said these signs were in all Southern cities and towns in the United States. Every time Martin read the words, he felt bad, until he remembered what his mother told him.

"You are as good as anyone."

The Life Cycle of a Plant

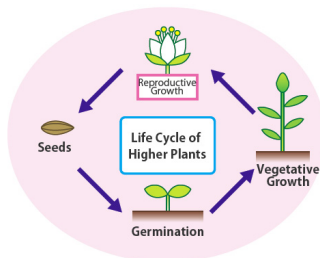


Figure 1. The Life Cycle of Higher Plants

The Gulf of Tonkin Incident Home

Welcome to the digitized collection of the Gulf of Tonkin Incident. Below you will find a links to the documents. Beginning with the Introduction you access 7 documents about the Gulf of Tonkin Incident in August of 1964. You will use the documents to answer the following question: *Was President Lyndon Johnson justified in asking Congress for a resolution for war following the Gulf of Tonkin Incident?*



Introduction

[Videos](#)

[The Fog of War](#)

[LBJ Midnight Address](#)

[Audio Recordings](#)

[Bill Moyers Reflects on LBJ Conversation with National Security Advisor McGeorge Bundy](#)

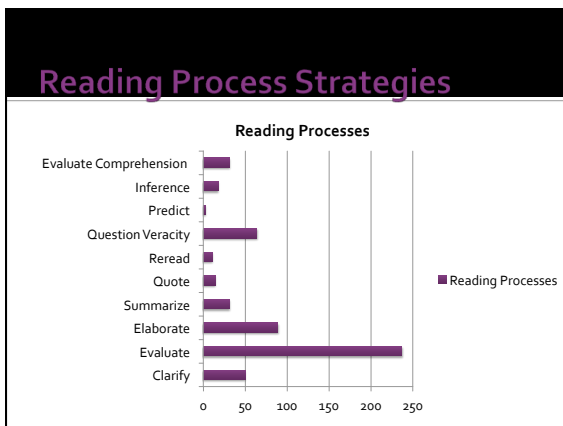
[Secretary of Defense Robert McNamara Phone Call to LBJ](#)

[Images](#)

[Senate Voting Record](#)

[Vietscar](#)

Text	Type	Mode	Description
Background Text	Tertiary summary	Written	Anchor Text
Background Video from CBS	Secondary source	Video	Anchor Video
LBJ Midnight Address	Primary	Video	LBJ television address to the nation
Secretary of Defense Robert McNamara and President Lyndon Johnson	Primary	Audio	Phone call during the Gulf of Tonkin Incident
The Fog of War	Secondary	Video	Academy Award Documentary
Vietscar	Primary	Image	Political Cartoon
President Lyndon Johnson and National Security Advisor McGeorge Bundy	Primary	Audio/Video	Phone call in May before event
Congressional voting log	Primary	Image	Record of the 90 votes in congress



Multiple Texts Matter

Bianca: For history I think videos. I'd look for videos more because I think for history because it's easier cause once you have a visual image of what's happening instead of just reading it, reading it, sometimes you know they try to just paint a picture for you but it doesn't always seem to work that way. **Having video makes it easier to understand.**

Complex but not critical

Michael: Ok, how trustworthy was that video?

Bianca: I think it seems pretty trustworthy, because of like all the stuff you can see, the visualization of it, and how they can back up their information.

Visual Literacy Competency Standards for Higher Education

"Visual literacy is a set of abilities that enables an individual to effectively **find, interpret, evaluate, use, and create** images and visual media. Visual literacy skills equip a learner to **understand and analyze** the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture."

Analyzing Multimodal Ensembles

(Serafini, 2014)

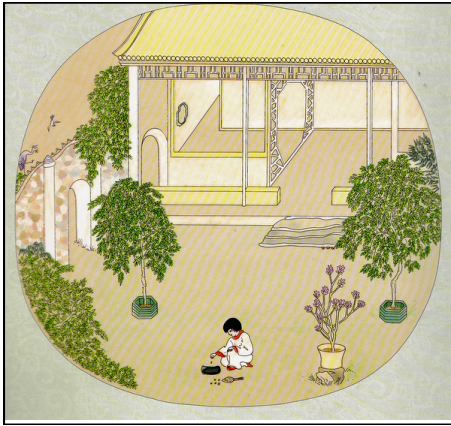
Perceptual – Noticing, Navigating and Naming	Structural	Ideological
<ul style="list-style-type: none"> • What is presented • Inventory of contents • Lines, shapes, patterns • Color • Size 	<ul style="list-style-type: none"> • Visual grammar <ul style="list-style-type: none"> • POV, gaze, interpersonal dimensions, framing • Meanings, themes, motifs • Orientation • Connotation 	<ul style="list-style-type: none"> • Context, history • Actors and events • Production

Reading an Image (Abilock, 2013)

- Elements
 - line, scale, shape, texture, patterns, light
- Arrangement
 - balance, contrast, dominance /subordination, emphasis, movement, repetition, rhythm, variation, unity.
- Subject
 - main / supporting
- Context
 - Culture, symbols, background
- Purpose / Audience

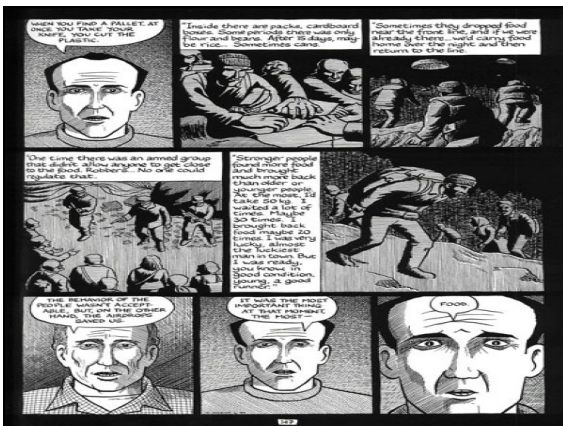
Possible Questions for a Picture Walk

- What are the dominant colors?
- What did you look at first?
- Where is the viewer positioned?
- Where is the focal point?
- How is white or negative space used?
- Does anything seem odd?
- Are there repeating patterns? Symbols?
- What is big? What is small?
- What is in the foreground? What is in the background?
- Who do you think made this?
- How do the images change from beginning to end?



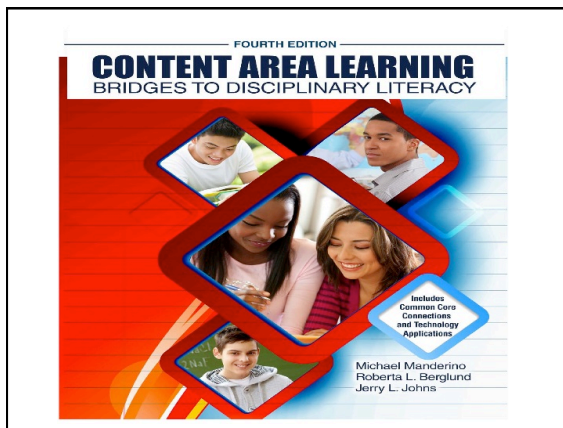
From *The Empty Pot* by Demi





Strategies to Foster Close Reading of Visual Sources

- Teacher Think-Alouds
- Observation-Inference Charts
- Writing About Visual Sources
 - E.g., Summaries, Marathon Writing



Visual Thinking Strategies

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WHAT IS VTS?

STORIES

TRAINING

RESEARCH

NEWS & EVENTS

"What's going on in this picture?"

Visual Thinking Strategies
 Making it in: Deepen Learning Across School Disciplines

Philip Yenawine's VTS Co-Book
 Groundbreaking research on depth and efficiency integrated into elementary classroom lessons in just 100 hours of a school year. The result is a teacher-centered environment with rich, absorbing discussions. Now available for purchase!

To read Visual Thinking Strategies is to enter into a conversation and experience a transformation into a creative thinker who has opened a window, looking and looking about how others learn. These strategies, with the Common Core Standards and the Washington State Learning Standards, will help you to see the world in a new way.

Wendy Lukhart, Youth Collections Coordinator at the D.C. Public Library

UPCOMING EVENTS

To find out where Philip Yenawine's next book event is taking place or to sign up for a workshop, click [here](#)

VTS & The Common Core Standards Video!

A ten minute video showing how VTS fits into the Common Core Standards. The compilation features a presentation by Philip Yenawine, author of the book, *Visual Thinking Strategies*, and a discussion with the author about the video. For as CCSS asks, "Not just for a curriculum that aligns with VTS, but for a curriculum that aligns with VTS."

Visual Thinking Strategies
<http://www.vtshome.org/>

Observation/Inference Chart Procedures

Select a non-print source for students to analyze. Examples might include a photograph, artwork, political cartoon, figure or diagram, or dynamic text like a lab demonstration or video.

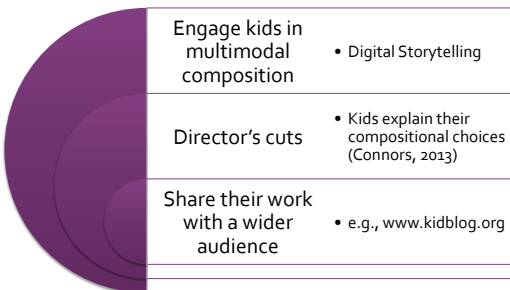
Model initial observations from the textHave students continue in small groups making additional observations and inferences and drawing connecting arrows between their observations and inferences about a particular observation. Circulate among the groups and provide assistance as necessary.

Students individually write an overall interpretation about the meaning or significance of the text based on their observations and inferences.

Come back together as a whole class and share observations and inferences about the source.



Writing and composing with multimodal sources



Suggested Books

CHRISTOPHER LEHMAN & KATE ROBERTS

Falling in Love with Close Reading

Lessons for Analyzing Texts—and Life

Foreword by DONALDYN MALLER

READING the VISUAL

An Introduction to Teaching Multimedial Literacy

THE BUCKLE UP FOR DINGLE
Can you solve the mystery?

FRANK SERAFINI Foreword by James Paul Gee

CRITICAL MEDIA PEDAGOGY

Teaching for Achievement in City Schools

ERNEST MORRELL
RUDYI QUEEN
VERONICA GARCIA
AND JORGE LOPEZ

Some final thoughts

Multimedial texts should stand alongside traditional text not replace it.

- Media texts are more than supplements

Consider text pairings

- Video and textual reading
- Artistic and photographic representations of same topic or event
- Multiple interpretations of the same work


Offer opportunities for multimodal writing not only traditional genres

- Video essays
- Visual representations

Show a people as one thing, only one thing, over and over again, and that is what they become.

Chimamanda Ngozi Adichie

meeville.com



"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

— Chimamanda Ngozi Adichie

Tedcracy

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